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EDUCATIONAL WRITINGS

I. THE PROFESSIONAL READING OF THE HIGH-SCHOOL PRINCIPAL

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In the autumn of 1916 the author prepared a list of books for the professional reading of high-school principals which was presented at the University of Illinois Secondary School Conference and was later published in the April, 1917, number of the *School Review*. A number of men whose work lies in the field of secondary education in universities in various parts of the country were asked to submit lists of ten or fifteen books which they regarded as most valuable for the professional reading of high-school principals. Eight men from as many universities submitted such lists. The books named were classified under ten heads. The titles under each head were arranged in order of the number of choices assigned to each, the number of choices being indicated in each case. The publisher's name, date of publication, number of pages, and net price were given for each book. A brief bibliographical note was also added to each title for the purpose of suggesting the content or distinctive method of treatment of the book.

While this published list seems to have proved to be of considerable value to principals who have felt the need of guidance in the selection of books for their reading, the author has felt that the list would carry more weight if a larger number of persons had contributed their opinions, and if, in addition to the University teachers of education, school principals and superintendents in actual service had been asked to contribute to its preparation. For the purpose of securing a wider expression of opinion and also of bringing the list up to date, the original list, as published, has been submitted to the eight men whose opinions it represented and to a considerable additional number of men similarly engaged in university departments of education as well as to a large group of persons actually engaged in the administration of high schools. A letter was sent to each person who was asked to co-operate, inclosing a copy of the original list and giving in addition the titles of several books published since the preparation of the earlier list. Each person was asked to submit a list of fifteen books or journals which he would recommend as most important for the professional reading of the progressive high-school principal. In making his selection he was asked to add any title that seemed worthy of a place, even though it was not included among those suggested.

Lists were returned from thirty men, of whom fifteen were from departments of education in as many colleges or universities and fifteen were from men engaged in the administration of secondary education, chiefly principals of high schools. Each of these groups represents a very wide geographical distribution. As in the earlier bibliography, individual lists show what may be called institutional preferences. With the wide geographical area from which the reports have come, however, these preferences have been pretty well distributed and have resulted only in extending the total number of titles in the completed list.

The list has been classified as before, and the number of persons naming each title has again been placed before the title. The same significant facts observed in the earlier list are shown here. The large number of titles indicates the difficulty of selecting from the available material what is of most value. In the earlier list there were sixty-two different titles, including in all ninety-one books and journals. In the present list there are seventy-five different titles, including in all one hundred and four books and journals. Twenty new titles are added, while only eight titles which appeared in the earlier list have been omitted. Of the new books three stand out pre-eminently in their respective groups: Inglis' *Principles of Secondary Education* (21), which receives the largest number of choices in the administrative group; Colvin's *An Introduction to High School Teaching* (20), which receives only two less choices than Parker's *Methods of Teaching in High Schools* (22), which still retains first place by this narrow margin in the methods group; and Rugg's *Statistical Methods Applied to Education* (8), which receives more choices than any other two titles in the group on measurements and researches. In some of the other groups there is pretty general agreement on the most important books: Dewey's *Democracy and Education* (15), Judd's *Psychology of High School Subjects* (18), Davis' *Vocational and Moral Guidance* (12), and the *School Review* (20).

The progressive high-school principal must devote an increasing amount of time to reading the rapidly expanding literature of secondary education. The large number of titles in this list indicates that he can read only a part, perhaps a small part, of the material which has real value. This bibliography, representing the combined judgment of many competent persons, should enable him to select his material with a minimum of effort and loss.

I. PRINCIPLES OF EDUCATION

(15) Dewey, John. *Democracy and Education*. Macmillan, 1916. Pp. 434. \$1.40.
An introduction to the philosophy of education. The author "endeavors to detect and state the ideas implied in a democratic society, and to apply these ideas to the problems of the enterprise of education."

(4) Moore, E. C. *What Is Education*. Ginn, 1915. Pp. 357. \$1.25.
A discussion of some of the fundamental presuppositions of education.

(3) Bagley, W. C. *Educational Values*. Macmillan, 1911. Pp. 267. \$1.10.
The controls of conduct; the classification of functions and values.

(2) Bolton, F. E. *Principles of Education*. Scribner, 1910. Pp. 790. \$3.00.

The author "assembles the main, well-tested results of the scientific study of education from the psychological and biological viewpoints and presents them in a way which secures continuity, correlation, and a unified interpretation of them."

(1) Smith, W. R. *An Introduction to Educational Sociology*. Houghton Mifflin, 1917. Pp. 412. \$1.75.

Education discussed from the social and sociological, as distinguished from the individual and psychological, points of view.

(1) Thorndike, E. L. *Education*. Macmillan, 1912. Pp. 292. \$1.25.

A brief account of the aims, means, methods, and results of education.

2. PSYCHOLOGY

(18) Judd, C. H. *Psychology of High School Subjects*. Ginn, 1915. Pp. 515. \$1.50.

A practical application of psychology to the materials and methods of high-school instruction.

(9) Colvin, S. S. *The Learning Process*. Macmillan, 1911. Pp. 336. \$1.25.

The psychology of learning as related to the theory and practice of elementary and secondary education.

(4) Hall, G. S. *Adolescence*. Appleton, 1904. Vol. I, pp. 589; Vol. II, pp. 784. \$7.50.

The psychology of adolescence and its relations to physiology, anthropology, sociology, sex, crime, religion, and education.

(4) Thorndike, E. L. *Psychology of Learning*. Teachers College, 1913. Pp. 452. \$2.50.

An experimental study of the learning process.

(1) Angell, J. R. *Psychology*. Holt, 1905. Pp. 402. \$1.50.

An introductory study of the structure and function of human consciousness.

(1) Dewey, John. *Interest and Effort in Education*. Houghton Mifflin, 1913. Riverside Educational Monographs. Pp. 102. \$0.60.

Discusses types of interest and their place in the theory of education.

(1) Hollingsworth, H. L. *Vocational Psychology*. Appleton, 1917. Pp. 308. \$2.50. Deals with the problems and methods of the psychology of individual differences.

(1) Thorndike, E. L. *Educational Psychology*. Teachers College, 1913-14. Vol. I, pp. 327; Vol. II, pp. 452; Vol. III, pp. 406. \$2.50 per volume.

The volumes treat the following subjects: the original nature of man; the psychology of learning, mental work and fatigue, and individual differences and their causes.

3. ADMINISTRATION

(21) Inglis, Alexander. *Principles of Secondary Education*. Houghton Mifflin, 1918. Pp. 742. \$2.75.

An analysis of the factors and principles involved in a constructive theory of secondary education. Part I deals with the pupils, Part II, with the institution and its purpose, Part III, with the means and material of secondary education.

(20) Johnston, C. H. *The Modern High School* (rev. ed.). Scribner, 1916. Pp. 847. \$1.75.

The administration and extension of the high school with examples and interpretation of significant movements. Contains extensive bibliography.

(13) Monroe, Paul (editor). *Principles of Secondary Education*. Macmillan, 1914. Pp. 790. \$1.90.
Contains twenty-one chapters by the editor and other specialists on the history, organization, and materials of secondary education.

(12) Snedden, David. *Problems of Secondary Education*. Houghton Mifflin, 1917. Pp. 333. \$1.50.
A critical analysis of the aims of secondary education.

(11) Cubberley, E. P. *Public School Administration*. Houghton Mifflin, 1916. Pp. 479. \$1.75.
A statement of the fundamental principles underlying the organization and administration of public education.

(6) Hollister, H. A. *High School and Class Management*. Heath, 1915. Pp. 314. \$1.25.
Administration and technique of teaching in the high school.

(6) Johnston, C. H. *High School Education*. Scribner, 1912. Pp. 555. \$1.50.
Contains chapters by the author and several others on the history, organization, and materials of instruction of the high school.

(5) King, Irving. *The High School Age*. Bobbs-Merrill, 1914. Pp. 233. \$1.00.
Discusses the physical, mental, and social characteristics of adolescence in their relation to the organization and activities of the school.

(3) Russell, W. F. *Economy in Secondary Education*. Houghton Mifflin, 1916. Riverside Educational Monographs. Pp. 74. \$0.35.
Causes of waste discussed, and comparison with foreign schools.

(2) Morehouse, F. M. *The Discipline of the School*. Heath, 1914. Pp. 342. \$1.25.
Deals with the theoretical and practical aspects of school discipline.

(2) Strayer, G. D., and Thorndike, E. L. *Educational Administration*. Macmillan, 1913. Pp. 391. \$2.00.
An application of scientific method to the studies of students, to the teaching staff, organization of schools, and school products.

(1) Davis, C. O. *High School Courses of Study*. World Book Co., 1913. Pp. 172. \$1.50.
A constructive study applied to New York City.

(1) De Garmo, Charles. *Principles of Secondary Education—The Studies*. Macmillan, 1907. Pp. 299. \$1.25.
The function and value of the studies and their organization into curricula.

(1) Rugg, H. O., and Clark, J. R. *Scientific Method in the Reconstruction of Ninth-Grade Mathematics*. University of Chicago Press, 1918. Pp. 189. \$1.00.
Report of the investigation of the Illinois Committee on Standardization of Ninth-Grade Mathematics.

(1) Sachs, Julius. *The American Secondary School*. Macmillan, 1912. Pp. 295. \$1.10.
A discussion of the aims and methods of public and private secondary schools with frequent reference to the practices of foreign countries.

4. HISTORICAL AND COMPARATIVE

(11) Brown, E. E. *The Making of Our Middle Schools*. Longmans, 1902. Pp. 547. \$3.00.
An authoritative and exhaustive treatment of the history of secondary education in America.

(9) Farrington, F. E. *French Secondary Schools*. Longmans, 1910. Pp. 450. \$2.50.
An account of the origin, development, and present organization of secondary education in France.

(6) Russell, J. E. *German Higher Schools*. Longmans, 1910. Pp. 455. \$2.50.
The history, organization, and methods of secondary education in Germany.

(1) Brereton, C. *Studies in Foreign Education*. Houghton Mifflin, 1913. Pp. 302. \$1.60.
A comparative study of French, English, and German schools.

(1) Foght, H. W. *Rural Denmark and Its Schools*. Macmillan, 1915. Pp. 355. \$1.40.
An account of the work of the rural schools of Denmark with special reference to agricultural training.

(1) Learned, W. S. *The Oberlehrer*. Harvard University Press, 1914. Pp. 150. \$1.25.
A study of the social and professional evolution of the German schoolmaster with application to conditions in American schools.

5. METHODS OF TEACHING

(22) Parker, S. C. *Methods of Teaching in High Schools*. Ginn, 1915. Pp. 529. \$1.50.
A practical treatment of methods in which the author takes the point of view that efficiency and economy in instruction are facilitated by (1) adapting all instruction to contemporary social needs, (2) basing methods of instruction on sound psychological principles, and (3) applying principles of scientific business management to the conduct of teaching.

(20) Colvin, S. C. *An Introduction to High School Teaching*. Macmillan, 1917. Pp. 451. \$1.60.
General methods of instruction in the high school. Designed to give practical help to students preparing to enter upon the work of teaching.

(11) Hall-Quest, A. L. *Supervised Study*. Macmillan, 1916. Pp. 433. \$1.25.
A discussion of the study lesson in the high school.

(7) Bagley, W. C. *The Educative Process*. Macmillan, 1905. Pp. 358. \$1.25.
Covers the field commonly included under the term "general method," but deals with principles rather than with the details of device and method.

(7) Dewey, John. *How We Think*. Heath, 1910. Pp. 224. \$1.00.
The nature of reflective thought, and means and methods of training in thinking.

(6) Whipple, G. M. *How to Study Effectively*. Public School Publishing Co. Pp. 44. \$0.50.
A clear discussion of the principles of effective study with practical suggestions for forming right habits.

(3) Sandwick, R. L. *How to Study*. Heath, 1915. Pp. 170. \$0.60.
Discusses the principles of effective study.

(3) Stevens, Romiett. *The Question as a Measure of Efficiency*. Teachers College, Contributions to Education, No. 48. Teachers College, 1912. Pp. 95. \$1.00.
A critical study of the efficiency of classroom instruction as measured by the number and quality of questions.

(1) Brown, R. W. *How the French Boy Learns to Write*. Harvard University Press, 1915. Pp. 260. \$1.25.
A study in the teaching of the mother-tongue.

(1) Strayer, G. D., and Norseworthy, Naomi. *How to Teach*. Macmillan, 1917. Pp. 297. \$1.40.
A discussion of the principles of psychology involved in teaching and their application in the work of the classroom.

(1) Thorndike, E. L. *The Principles of Teaching*. Seiler, 1916. Pp. 293. \$1.25.
A manual to guide in the application of principles based on psychology.

6. MEASUREMENTS AND RESEARCHES

(8) Rugg, H. O. *Statistical Methods Applied to Education*. Houghton Mifflin, 1917. Pp. 410. \$2.00.
A textbook in the quantitative study of school problems for students of education.

(3) Monroe, DeVoss, and Kelly. *Educational Tests and Measurements*. Houghton Mifflin, 1917. Pp. 309. \$1.50.
A summary and comparison of the available tests for the various school subjects.

(3) Starch, D. *Educational Measurements*. Macmillan, 1916. Pp. 202. \$1.25.
The measurement of abilities in various subjects of the elementary- and high-school curricula.

(3) Whipple, G. M. *Manual of Mental and Physical Tests*. Warwick & York, 1915. 2 vols., pp. 365 and 336. \$3.75 per set.
The purpose and methods of conducting tests with the results and conclusions of many tests.

(2) Van Denberg, J. K. *Causes of the Elimination of Students in Public Secondary Schools of New York City*. Teachers College, Contributions to Education, No. 47. Pp. 206. \$1.50.

(1) Terman, L. M. *The Measurement of Intelligence*. Houghton Mifflin, 1916. Pp. 362. \$1.50.
An explanation of, and a guide for, the use of the Stanford revision and extension of the Binet-Simon Intelligence Scale.

7. SURVEYS

(7) *Portland, Oregon, Survey*. E. P. Cubberley and Others. World Book Co., 1915. Pp. 441. \$1.50.
A textbook on city-school administration based on a concrete study.

(4) *Cleveland Survey*, Russell Sage Foundation, 1916, 25 vols.
The most complete survey yet made, consisting of 16 volumes directly relating to the schools, and 9 volumes on the vocations of the city of Cleveland.
Schools:
Child Accounting in the Public Schools. L. P. Ayres. \$0.25.
Educational Extension. C. A. Perry. \$0.25.
Education through Recreation. G. E. John. \$0.25.
Financing the Public Schools. E. Clark. \$0.25.
Health Work in the Public Schools. L. P. Ayres and Mary Ayres. \$0.25.
Household Arts and School Lunches. Alice C. Boughton. \$0.25.

**Measuring the Work of the Public Schools*. C. H. Judd. \$0.50.
Overcrowded Schools and the Platoon Plan. S. O. Hartwell. \$0.25.
**School Buildings and Equipment*. L. P. Ayres and Mary Ayres. \$0.25.
Schools and Classes for Exceptional Children. David Mitchell. \$0.25.
School Organization and Administration. L. P. Ayres. \$0.25.
The Public Library and the Public Schools. L. P. Ayres and Adele McKinnie.
\$0.25.

The School and the Immigrant. H. A. Miller. \$0.25.

The Teaching Staff. W. A. Jessup. \$0.25.

What the Schools Teach and Might Teach. Franklin Bobbitt. \$0.25.

**The Cleveland School Survey* (summary volume). L. P. Ayres. \$0.50.

Vocations:

Boys and Girls in Commercial Work. Bertha M. Stevens. \$0.25.

Department Store Occupations. Iris P. O'Leary. \$0.25.

Dressmaking and Millinery. Edna C. Bryner. \$0.25.

Railroad and Street Transportation. R. G. Fleming. \$0.25.

The Building Trades. F. L. Shaw. \$0.25.

The Garment Trades. Edna C. Bryner. \$0.25.

The Metal Trades. R. R. Lutz. \$0.25.

The Printing Trades. F. L. Shaw. \$0.25.

Wage Earning and Education (summary volume). R. R. Lutz. \$0.50.

(1) *The Public School System of San Francisco, California*. A report to the San Francisco Board of Education of a survey made under the direction of the United States Commissioner of Education. Bureau of Education Bulletin, 1917, No. 46. \$0.60.

(1) *Educational Section of the Springfield, Illinois, Survey*. L. P. Ayres and Others. Russell Sage Foundation, 1914. Pp. 152. \$0.25.

* These volumes received each the specific choice of one person.

8. INDUSTRIAL EDUCATION AND VOCATIONAL GUIDANCE

(12) Davis, J. B. *Vocational and Moral Guidance*. Ginn, 1914. Pp. 303. \$1.25.
Emphasizes methods of vocational and moral guidance through oral and written expression in English.

(4) Thompson, F. V. *Commercial Education in Public Secondary Schools*. World Book Co., 1915. Pp. 194. \$1.50.
A critical and constructive treatment of current problems in commercial education in the secondary school.

(3) Davenport, Eugene. *Education for Efficiency*. Heath, 1909. Pp. 184. \$1.00.
Industrial education in the elementary and high schools with particular reference to agriculture.

(1) Brewer, J. M. *The Vocational Guidance Movement*. Macmillan, 1918. Pp. 333. \$1.25.
The problems and possibilities of vocational guidance with an extensive bibliography.

(1) Carleton, F. T. *Education and Industrial Evolution*. Macmillan, 1908. Pp. 320. \$1.25.
A discussion of the educational problems connected with social and industrial betterment.

(1) Leake, A. H. *The Vocational Education of Girls and Women*. Macmillan, 1917. Pp. 430. \$1.60.

(1) Puffer, J. A. *Vocational Guidance*. Rand McNally, 1913. Pp. 294. \$1.25. The equipment and methods of the counselor; various occupations and professions.

9. GENERAL

(7) Lewis, William C. *Democracy's High School*. Houghton Mifflin, 1914. Riverside Educational Monographs. Pp. 130. \$0.60.

A popular discussion of the school with emphasis upon the pupil rather than upon the traditional subjects of instruction.

(3) Snedden, D. S. *Problems of Educational Readjustment*. Houghton Mifflin, 1913. Pp. 262. \$1.50.

(2) Butler, N. M. *The Meaning of Education*. Scribner, 1915. Pp. 378. \$1.50. Seven essays and addresses dealing chiefly with the function and organization of the school.

(1) Monroe, Paul (editor). *Cyclopedia of Education*. 5 vols. Macmillan, 1911. \$5.00 each.

A concise discussion of all topics of importance and interest to the teacher with cross-references and bibliographies.

(1) Weyl, W. E. *The New Democracy*. Macmillan, 1913. Pp. 370. \$2.00. An essay on certain political and economic tendencies in the United States.

10. PERIODICALS AND PROCEEDINGS

(20) *School Review*. University of Chicago Press. \$1.50. Published monthly except July and August. Managing editor, R. L. Lyman. A journal of secondary education.

(11) *Educational Administration and Supervision*. Warwick and York, Hershey, Pa., and Baltimore, Md. \$2.50. Published monthly except July and August. Editors: W. C. Bagley, W. W. Charters, L. D. Coffman, Alexander Inglis, David Snedden, and G. D. Strayer.

(4) *School and Society*. The Science Press, Lancaster, Pa. \$3.00. Published weekly. Editor, J. McKeen Cattell.

(3) *Educational Review*. Educational Review Publishing Co., Easton, Pa., and New York. \$3.00. Published monthly except July and August. Editor, Nicholas M. Butler. A journal dealing with the general field of education.

(2) *Proceedings of the North Central Association of Colleges and Secondary Schools*. Published by the Association, Henry E. Brown, Secretary, Kenilworth, Illinois. 1917.

(1) *American School Board Journal*. Bruce Publishing Co., Milwaukee, Wis. \$2.00. Published monthly. Editor, W. C. Bruce.

(1) *Teachers College Record*. Teachers College, New York. \$1.50. Published bimonthly except July. Editor, James E. Russell.